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ABSTRACT

In spring 1978, a survey questionnaire designed to elicit demographic information on the student population as well as subjective data to form a clear picture of the typical student and identification of student needs, was administered throughout the De Anza College extended campus operation. College administrators were particularly interested in data from the Sunnyvale Center, established in 1975 as a permanent satellite facility in an economically distressed area with a significant Hispanic and Asian population, whose purpose was to house the Bilingual Center and serve as the focus institution within the community, responding to community needs and expressed desires. A total of 545 students from Sunnyvale responded to the survey. Findings indicated center students were generally between 21-30 years old; primarily female (nearly 65%); over 50% Hispanic, Asian, black, or Filipino; had high school diploma educational backgrounds; and had work patterns divided almost equally between full-time and no employment. Data revealed more than 66% were attending De Anza for occupational and self-enrichment reasons. In addition, over 66% found instructional quality outstanding or very satisfactory, and specialized student services (counseling, veterans' assistance, the learning center, etc.) were used regularly by Sunnyvale students. Results also underscored the need for improved local publicity efforts. (TR)

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THE SATELLITE CENTER STUDENT AS A NON-TRADITIONAL COMPONENT OF THE CONTEMPORARY COMMUNITY COLLEGE

BY

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SUNNYVALE CENTER/DE ANZA COLLEGE

SUNNYVALE, CALIFORNIA

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TABLE OF CONTENTS

INTRODUCTION.....1

ASSUMPTIONS.....5

OUTREACH.....6

BIBLIOGRAPHY.....7

STATISTICS.....8

SURVEY/ENGLISH.....11

INTRODUCTION

The California Community College has long been a leader in providing quality education for those students living within the various districts of the state. College educators have continued, in the face of tremendous adversity such as the Cap[1] and Proposition 13[2], to offer community based programs. According to Albert J. Landini (1975)[3]:

> Community college educators are facing a host of new problems. The public is demanding a wider variety of educational and community services, better and more effective educational delivery systems, and a greater voice in planning and evaluating educational products. At the same time tax and other revenue bases are falling behind escalating costs leaving tighter budgets, higher unit costs, and increasing workloads per employee.[3]

As a result, much care and effort should be spent by the colleges to assess the needs and desires of the community and student body.

James M. Rigterink (1976)[4] has seen a shift in the traditional, younger, on-campus, day student as a consumer of the educational product.

> The function, purpose and philosophy of the community junior college is to meet the academic and motivational needs of the student population it serves. While offering evening off-campus programs and courses is entirely consistent with these objectives, there is limited information available concerning evening off-campus programs and the types of student enrolled.[5]

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[1]A Senate Bill in 1975 that placed a cap on spending by the California Community College and other state funded educational institutions.

[2]Commonly called the Jarvis-Gann Initiative; Proposition 13 was passed by the citizens of California in June, 1978 and limited the amount of property tax and local income to the school.

[3]Albert J. Landini, "Population Characteristics of Potential Satellite Campus Students," researcher, March 1975, p.3.

[4]James M. Rigterink, "Characteristics of Center Students at the Two-Year College, Polk Community College, Winterhaven, 1976.

[5]Ibid., p.3.

In order to respond to these non-traditional students satellite centers and evening programs must become acquainted with their student's backgrounds, interests and needs. They must also become actively involved in the process of research.

This research document is being printed and disseminated in the hopes that similar attempts can and will be accomplished at other satellite centers throughout the state and the nation.

Quite often, satellite center staffs are under-staffed and under-skilled in terms of research potential. They deal with the non-traditional students more from the heart than from the head. A great deal of trial and error result from totally avoiding the literature on off-campus and satellite programs being published daily. Within the California Community Colleges there exists a wealth of literature relating to growth and development of the off-campus delivery system. It is hoped that this research paper will add to the practical body of knowledge and experience being assembled regarding non-traditional students in the community college.

THE SUNNYVALE CENTER STUDENT ASSESSMENT

Responding to the educational and vocational needs expressed by the north Sunnyvale community, De Anza College established a permanent satellite facility, the Sunnyvale Center, at 725 North Fairoaks Avenue, in 1975. Historically, the north Sunnyvale community had existed in a pattern of alienation from the main Cupertino campus both physically and culturally. Surveys indicated that much of the area was economically distressed and that a significant portion of the population was Hispanic and Asian.

Sunnyvale Center, housed in the former Fairoaks Elementary School, has grown and flourished in the three years since its inception. In addition to housing the Bilingual Center[6], Sunnyvale Center serves as the flagship in

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[6]The Bilingual Center, a program under the De Anza College Humanities Department, works exclusively with minority and ethnic students.

northern Sunnyvale for De Anza College's extended campus operation. It serves as the focus institution within the community - reflecting the community's needs and responding to the community's expressed desires.[7]

In the spring of 1978, a survey questionnaire was designed and administered to the entire De Anza extended campus operation.[8] The purpose of this questionnaire was to elicit demographic information on the student population as well as subjective data which would present a clearer picture of the typical extended campus student and identification of his or her needs.

Of particular interest to administration was that data emerging from the survey as administered to the student population at the Sunnyvale Center. In order to reduce the percentage of error to an absolute minimum, the survey responses were marked on an IBM card by the student and administered by the instructor in the classroom setting. Results were tabulated and evaluated in Data Processing[9]. Additional validity was augmented by translating the survey instrument into Spanish and Chinese to facilitate responses from the Hispanic and Asian students.

In isolating the Sunnyvale Center data from the entire extended campus operation, it was found that a total of 545 responses were evaluated for this survey.[10] Demographics disclose a clearly emerging picture of the non-traditional student, a student at complete variance with the prototypical community college student.

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[7]The De Anza College Catalog 1978-79 describes the Sunnyvale Center as being the community's contact point with De Anza College, p. 8.

[8]1884 students off-campus at De Anza College were administered the Extended Campus Student Questionnaire Spring Quarter 1978.

[9]Data Processing, on campus, utilized the computer for a statistical breakdown of the information.

[10]545 students responded out of 1800 attending Spring Quarter 1978.

The student population at the Sunnnyvale Center has an average age of between 21 and 30, women out-number men students two to one, Hispanic, Asian, black and Filipino students comprise more than half of the population, with an educational background of a high school diploma, and a work pattern divided almost equally between full-time employment and no employment. The automobile provides the main source of transportation almost overwhelmingly, and half of the students live between Bayshore and El Camino. The profile of the student becomes more clearly delineated as the statistics reveal the reason for attending De Anza to be occupational and self-enrichment in more than two-thirds of the responses. A growing allegiance to the community based location on the part of the students manifests itself in the percentages of reasons for site selection (location, time scheduled, and instructor), percentages almost equal among the responses.

Discernment on the part of the student in instructor evaluation discloses more than two-thirds of the students surveyed find the quality of instruction outstanding or very satisfactory, thus giving a negative data response to the common asssumption that instruction off-campus is inherantly weak.

Specialized student services occupy an important part in the life of the Sunnyvale Center student - counseling, veterans' assistance, financial aid, Bilingual Center, tutorial, and learning center are all used regularly by the Sunnyvale Center student, and the percentages will escalate as the process of constant reinforcement and education is intensified.

An important point should be made of the survey item relating to use of publicity on course offerings. Although the official schedule, mailed from the main campus to all district residents, still serves as the primary source of information, the figures on response to the Sunnyvale Center schedule and official flyers underscore the need for localized publicity, which, addressed to the community, reflects the community's desires in course offerings.

Within the purview of the De Anza College extended campus and its off-campus locations, Sunnyvale Center as a permanent facility in the north Sunnyvale area, represents a stability and a community supportiveness that cannot help but work both ways - the student for the Center and the Center for the student.

In the pervasive pattern of satellite facilities for community colleges, (utilization of school surplus sites, store fronts and public facilities), the ongoing emphasis is on non-elitist education. Bringing to the community in a community facility what the community has expressed a need for exemplifies the good stewardship which is the mission of the community college.

SOME ASSUMPTIONS FROM THE SURVEY

The high ethnic population at the Sunnyvale Center has been provided an open door to higher learning as a result of the Center's close proximity to these populations. While the minority make-up of Sunnyvale constitutes only 13 percent[11], nearly 54 percent of those that declared their ethnic status were non-white. These students are attracted to courses and programs at the Center that have been carefully designed to provide a culturally integrated and supportive environment. The presence of the Bilingual Center and the Multicultural component allow the student to receive support services, counseling, instruction and guidance in their target language.

The high proportion of women, nearly 65 percent, indicates a growing service function that the Center has in meeting the re-entry and enrichment needs of this group. The availability of the Center, as opposed to the main campus housed in Cupertino, allows working mothers and housewives, and those seeking employment an opportunity to increase and gain skills with a minimum of wasted time.

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[11]John S. Gee and Michael J. Curran, "Policy: Decisions for People", a policy report for the City of Sunnyvale, Sunnyvale, January, 1978.

Student rating of the site and services received was very high. Questions 28, 29 and 30 were all indicative of an over-all acceptance of the satisfaction felt by those surveyed with the Center. The indication is that over 50 percent of those surveyed perceived the site to be adequate or satisfactory, the seating accommodations to be adequate or satisfactory and the quality of instruction to be outstanding or very satisfactory.

The results of question 26 are most revealing in that the goals and reasons for attending most clearly delineate the student. Only 11 percent of the students are preparing to attend a four year institution as a result of their use of the Sunnyvale Center. Another 20 percent list their use as a typical community college certificate or degree use. While over 60 percent utilize the Sunnyvale Center for occupational enrichment or self-enrichment.

THE SUNNYVALE CENTER AS A COMPONENT OF OUTREACH

From the data secured in the Extended Campus Student Questionnaire it becomes apparent the Sunnyvale Center continues to meet the goals established for it by De Anza College:

> This Center has been established to serve the Sunnyvale area in particular, though all are welcome to avail themselves of the services and class offerings. The satellite campus formerly Fairoaks Elementary School, is centrally located at 725 North Fairoaks Avenue, just one block south of Bayshore Freeway.
>
> In addition to day and evening classes, the Center offers numerous student services, such as registration, counseling, tutoring, veterans assistance, career planning, financial aid and job placement. The well equipped Learning Center offers Independent Studies programs and has available the latest in audiovisual materials and equipment.
>
> De Anza's Bilingual Center, serving the bilingual and limited English speaking, is located at the Sunnyvale Center.[12]

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[12] The De Anza College Catalog 1978-79, p. 8.

It is evident from the data that many of the students attending the Sunnyvale Center would not be attending school in the Foothill-De Anza District if the satellite was not in existence.

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STATISTICAL RESULTS

SUNNYVALE CENTER:

1.	Male		166	30.4%
	Female		356	65.3%
2.	Under 21		45	8.2%
	21-30		164	30.0%
	31-40		103	18.8%
	41-55		106	19.4%
	over 55		113	20.7%
3.	American Indian or Alaskan Native		6	1.1%
	Black non-Hispanic		22	4.0%
	Asian		85	15.5%
	Hispanic		102	18.7%
	None of the above or do not wish to respond		293	53.7%
4.	White non-Hispanic		237	43.4%
	Other non-White		55	10.0%
	Filipino		9	1.6%
	None of the above or do not wish to respond		170	31.1%
5.	Grade School		28	5.1%
	High School Diploma		191	35.0%
	2 yrs college		158	28.9%
	4 yrs college		71	13.0%
	More than 4 yrs		77	14.1%
6.	College degree	None	323	59.2%
	A.A. or A.S.		61	11.1%
	B.A. or B.S.		89	16.3%
	M.A. or M.S.		29	5.3%
	Ph.D.		6	1.1%
7.	Work	Full time	209	38.3%
		Part time, day	68	12.4%
		Part time, evening	19	3.4%
		Irregularly	43	7.8%
		No	184	33.7%
8.	Transportation	Auto	444	81.4%
		car pool	37	6.7%
		public bus	19	3.4%
		bicycle	5	0.9%
		walk	26	4.7%

9.	Classes at main De Anza campus	Yes	264	48.4%
		No	260	47.7%
10.	Classes at De Anza off-Campus in the past	Yes	252	46.2%
		No	270	49.5%
11.	How far from off-Campus site			
	Less than a mile		68	12.4%
	1-3 miles		153	28.0%
	3-5 miles		118	21.6%
	over 5 miles		183	33.5%
12.	Area of residence			
	Between Bayshore & El Camino		221	40.5%
	Between El Camino & Stevens Creek		109	20.0%
	Between Stevens Creek & Prospect		55	10.0%
	North of Bayshore		56	10.2%
	Other		90	16.5%
13.	Counseling	Yes	177	32.4%
		No	323	59.2%
14.	Veterans	Yes	34	6.2%
		No	443	81.2%
15.	Financial Aid	Yes	57	10.4%
		No	417	76.5%
16.	Bilingual	Yes	103	18.8%
		No	395	72.4%
17.	CRP	Yes	27	4.9%
		No	448	82.8%
18.	Tutorial	Yes	111	20.3%
		No	370	67.8%
19.	Bookstore	Yes	332	60.9%
		No	165	30.2%
20.	Learning Center	Yes	262	48.0%
		No	235	43.1%
21.	Testing	Yes	84	15.4%
		No	407	74.6%
22.	Mature Adult	Yes	61	11.1%
		No	424	77.7%
23.	Placement	Yes	43	7.8%
		No	442	81.1%
24.	Work Experience	Yes	66	12.1%
		No	417	76.5%

25.	EDC	Yes	22	4.0%
		No	461	84.5%
26.	Reason for attending DeAnza			
	2 year degree		73	13.3%
	Certificate		40	7.3%
	Prepare for 4 year		64	11.7%
	Occupational enrichment		107	19.6%
	Self-enrichment		265	48.6%
27.	Reason for site selection			
	Location		124	22.7%
	Time Scheduled		158	28.9%
	Instructor		144	26.4%
	Only place offered		124	22.7%
28.	Quality of instruction			
	Outstanding		168	30.8%
	Very satisfactory		207	37.9%
	Satisfactory		105	19.2%
	Leaves much to be desired		11	2.0%
	no opinion		36	6.6%
29.	Site I am attending is			
	Very satisfactory		283	51.9%
	Adequate		216	39.6%
	Leaves much to be desired		27	4.9%
30.	Seating Accommodations are			
	Very satisfactory		249	45.6%
	Adequate		230	42.2%
	Leaves much to be desired		40	7.3%
31.	Reason for dropping class			
	Poor instruction		16	2.9%
	Inadequate facility		28	5.1%
	Personal reasons		127	25.1%
	Not as advertised		5	0.9%
32.	How course was found out about			
	Official schedule		249	45.6%
	SVCEN schedule		78	14.3%
	Special flyers		42	7.7%
	Word of mouth		124	22.7%
	Instructor or program recruiting		25	4.5%

DE ANZA COLLEGE
EXTENDED CAMPUS SEGMENT

EXTENDED CAMPUS STUDENT QUESTIONNAIRE

Dear Student:

In order that the Extended Campus segment can better serve you, a study is being conducted to assess its strengths and weaknesses, and to determine how the Extended Campus program can be improved. We are asking you to respond to certain questions which will, hopefully, enable us to plan more effectively. There are no right or wrong answers. There is also no need to give your name.

DIRECTIONS

A. Using the enclosed IBM answer card, please read the following statements and fill in the one corresponding letter on your answer card which matches your selected response for the appropriately numbered question.

B. Please mark only one response for each item.

1. Are you: (A) Male (B) (Female)

2. Are you: (A) Under 21 years of age (B) 21-30 (C) 31-40 (D) 41-55 (E) Over 55

3. Are you: (A) American Indian or Alaskan Native (B) Black Non-Hispanic Origin (C) Asian or Pacific Islander (D) Hispanic (E) None of the above or do not wish to respond

4. Ar you: (A) White Non-Hispanic Origin (B) Other Non-White (C) Filipino (D) None of the above or do not wish to respond

5. Your educational level is: (A) Grade school (B) High school diploma (C) 2 years college (D) 4 years college (E) More than 4 years college

6. Your college degree held is: (A) None (B) AA or AS degree (C) BA or BS degree (D) MA or MS degree (E) Ph.D. or similar degree

7. Do you work? (A) Full time (B) Part time, day (C) Part time, evening (D) Irregularly (E) No

8. What is your means of transportation to class? (A) Private auto (B) Car Pool (C) Public Bus (D) Bicycle (E) Walk

9. Have you ever attended classes at the main De Anza campus? (A) Yes (B) No

10. Have you ever attended a class at a De Anza off-campus site in the past? (A) Yes (B) No

11. Approximately how far do you live from the off-campus site where you are presently attending class? (A) Less than a mile (B) 1-3 miles (C) 3-5 miles (D) Over 5 miles

12. Your area of residence is: (A) Between Bayshore and El Camino (B) Between El Camino and Stevens Creek (C) Between Stevens Creek and Prospect (D) North of Bayshore (E) Other

Have you ever used any of the following De Anza services. Indicate (A) Yes; (B) No

13. Counseling
14. Veterans Assistance
15. Financial Aid
16. Bilingual Center services
17. College Readiness Program
18. Tutorial
19. Bookstore
20. Learning Center (Library/Open Media)
21. Testing
22. Mature Adult Services
23. Placement
24. Work Experience
25. Educational Diagnostic Clinic

26. My main reason for attending De Anza is: (A) Pursue a 2-year degree (B) Pursue a certificate (C) Prepare for a 4-year institution (D) Occupational enrichment (E) Self-enrichment

27. My main reason for selecting this particular class is: (A) Location (B) Time scheduled (C) Instructor (D) Only place offered

28. What has been your experience with the quality of instruction in the off-campus program: (A) Outstanding (B) Very satisfactory (C) Satisfactory (D) Leaves much to be desired (E) No opinion

29. The site I am attending is: (A) Very satisfactory (B) Adequate (C) Leaves much to be desired

30. Seating accommodations are: (A) Very satisfactory (B) Adequate (C) Leaves much to be desired

31. If you have ever dropped an off-campus class, indicate the main reason: (A) Poor instruction (B) Inadequate facility (C) Personal reasons (D) Course was not what I thought it would be

32. How did you find out about this course? (A) Official schedule (B) Sunnyvale Center schedule (C) Special flyers (D) Word of mouth (E) Instructor or program recruiting

<u>Answer only one of the following three questions regarding the site you are presently attending</u>.

33. The location of the site I am attending is: (A) Benner (B) Cupertino Jr. High (C) Cupertino High School (D) Hyde (E) Miller

34. The location of the site I am attending is: (A) Monta Vista High School (B) Morse (C) Madrone (D) Ortega (E) Sunnyvale Center

35. The location of the site I am attending is: (A) Lockheed (B) None of the above

Feel free to write any comments related to the subject matter and return them with your answer card.

UNIVERSITY OF CALIF.
LOS ANGELES

AUG 25 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES

Thank you for your cooperation,

Extended Campus Segment